**LEA: Newton Conover Schools**  **Reading**

**Staff Participating in Review:** Cynde Gilmore; Vickie Norris

**Rating Directions**: Rate each of the item below using the following scale: 1 = No progress on this task;

2 = Some progress- much more work to do; 3 = Good progress, with some exceptions;

4 = Yes, task completed or demonstrated in exemplary fashion.

# A. NC SIP Project Implementation

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| 1. The LEA’s project is clearly described in writing in terms of explicit instructional procedures and materials, administrative procedures for involvement in planning and support, student assessment and instructional procedures, instructional grouping and settings; and required hours per week of instruction.  *Supporting Documents: copy of site/center description including names of schools, levels, number of classrooms, teachers and students (updated as needed.) Project description web form submitted to Jen Averitt.*  Comments: This is a new NC SIP site that is in the process of building their structure. They have identified their stake holders team and have begun develop their immediate plan of implementation and are also working on structuring their five year plan. The Advisory Team consists of: Dr. David Stigall, Associate Superintendent; Michele Jordan, EC Director, Michael Limke, Instructional Coach, Julia Styers, Principal, Lisa Wade, EC Teacher, Cynde Gilmore, SIP Coordinator. A parent will be identified and added in fall of 2012. | **1 2 3 4** |
| 2. The long range plan for the LEA’s project is clearly stated in terms of goals and objectives, numbers and levels of students to be served showing growth each year, site staff, staff development and research-based program training across grade levels.  *Supporting Documents: copy of long range plan updated annually as needed*  Comments: The stakeholder’s advisory team is at the exploration stage and is gathering data from each of the schools and staff. The plan is in the process of being developed by the team. | **1 2 3 4** |
| 3. The LEA’s project demonstrates growth in numbers of classrooms and/or schools implementing research-based reading/writing or math programs based on long-range plan.  *Supporting Documents: documentation of added classrooms/buildings, fidelity checks*  Comments: NA | **1 2 3 4** |

**B. Research To Practice Foundation Training**

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| 1. The LEA has developed an explicit plan for providing Foundations of Reading and/or Math training, which has been reviewed by DPI staff with feedback provided.  *Supporting Documents: Foundation Training Plan Format submitted to Jen Averitt, Credit and levels of participants along with their position has been submitted to Jen Averitt using the NC SIP FT Summary report.*  Comments: This is in process. | **1 2 3 4** |
| 2. The LEA has Foundations trainers and/or is in the process of developing trainers.  *Supporting Documents: TOT attendance, completion of shadowing, observation forms, Task Review completion, Foundation Training planning sheet,*  Comments: To date Newton Conover Schools has one RF Trainer and three more in the process (Michele Jordan, Michael Limke and Lisa Wade.) Michele needs observations and Michael and Lisa need to shadow and then teach with observations. All folks are have participated in TOT. | **1 2 3 4** |

**C. Program Implementation**

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| 1. The project has developed and implemented the site/center’s research-based program(s) using appropriately trained teachers, group size and the number of instructional sessions recommended within the specific program.  *Supporting Documents: Indicate training received by each teacher involved in the project, number of instructional sessions taught (should follow program recommendations) and group size per teacher, NC SIP Program Development Events form submitted for program trainings.*  Comments: In the process: The project will begin at South Newton Elementary where data will be collected in 2012. There are plans to implement RAVE-O for EC system wide, Letterland for both general education and special education at South Newton. Cynde Gilmore has taken Keys to Literacy Comprehension/Vocabulary training and coaches training for Comprehension. Cynde plans on becoming a Keys in-district trainer and will proceed with that in the fall of 2012. Michael Lemke and Lisa Wade and Julie Styles have also participated in Keys to Literacy Comprehension training. Corrective Reading will be implemented in intervention blocks at the middle school; Cynde Gilmore is a district trainer for Corrective. | **1 2 3 4** |
| 2. The LEA’s project components, instructional procedures and use of materials are implemented with fidelity in all the designated classrooms. The Project has developed explicit procedures for gathering reading instruction fidelity data for NC SIP project teachers.  *Supporting Documents: Fidelity Observation plan that includes Fidelity Checks (3 per teacher for data collection). Identification of one or more fidelity observers, teachers observed and the schedule of the fidelity observations. Evidence of inter-rater reliability before observers complete fidelity checks independently.*  Comments: In the process | **1 2 3 4** |

**D. Student Progress Evaluation**

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| 1. The site has developed explicit procedures for gathering the required data to date and will enter the data in the NC SIP data format.  *Supporting Documents: Forms for collecting data from designated teachers, person identified to complete NC SIP II data collection forms*    Comments: Cynde Gilmore will collect and monitor the data. | **1 2 3 4** |
| 2. Progress monitoring is being managed and documented according to research-based program implementation.  *Supporting Documents: Data notebooks kept by teachers, assessment progress forms, workbook grades, post or unit tests, mastery tests,, fidelity observation averages computed across three*  *fidelity checks, etc.*  Comments: | **1 2 3 4** |

**E. Parent Involvement**

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| 1. The site/center’s plan for parent involvement is clearly described in writing and includes program orientation, the understanding of the research-based program instructional procedures, follow-through, home activities (including summer activities, and parent involvement in the site/center’s decision-making structure concerning their child’s program).  *Supporting Documents: Brochures, Invitations to Open Houses, Agendas of parent meetings, Newsletters, Celebrations, etc.*  Comments: To be developed | **1 2 3 4** |
| 2. The site has implemented the parent involvement plan and has evaluated the parent program using the NC SIP II evaluation questionnaire.  *Supporting Documents: Parent Evaluations and averages of scores*    Comments: To be developed | **1 2 3 4** |

**F. Collaboration with Teacher Education Programs**

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| 1. The site’s plan for collaboration with teacher education programs is clearly described in writing and ideally includes participation in on-campus instructional efforts, on-site demonstrations for faculty and students, and joint involvement in Teacher Education  Program’s activities.  *Supporting Documents: collaboration plan, if available.*    Comments: To be developed | **1 2 3 4** |
| 2. The site has collaborated with teacher education programs involving a variety of activities as planned.  *Supporting Documents: updated report.*    Comments: To be developed | **1 2 3 4** |

**G. NC SIP School Information**

Please provide the following information for each school in your LEA that is participating in NC SIP.

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| **School**  **Name** | **School Code** | **Name of reading/math instructional model being implemented at the school** | **Is the school implementing RTI? (Yes/No)** | **Total # General Education**  **Teachers at the school in 2011-12** | **Total # Special Education Teachers at the school in 2011-12** | **Total # administrators at the school who have completed RFT/MFT\*\*** | **Parent Involvement**  **for 2011-12 School Year** | |
| Total # of NC SIP parent involvement opportunities that occurred at the school | Total # of parents who participated in NC SIP parent involvement opportunities |
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\*Response to Intervention; \*\*Reading /Math Foundations Training

For each school in your LEA that is participating in NC SIP, please provide the following information for all teachers who 1) are or will be implementing the reading or math instructional model selected for NC SIP **AND** 2) have completed both Foundations Training AND Instructional Model Training in reading or math OR will have completed both trainings by September 30, 2012.

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| School Name | School Code | Teacher Name | | Type of Teacher **(mark one)** | | Math **(Enter year of training)** | | Reading **(Enter year of training)** | |
| Last Name | First Name | Regular Ed | Special Ed | Year of Foundations **Training** | Year of Model Training | Year of Foundations **Training** | Year of Model Training |
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###### Program Development Summary

**Program Strengths:**

Advisory Team in place

Collaboration between all stakeholders in system

Reading Trainer on staff

Developing Reading Foundation trainers: 3 in process for sustainability

Program training in: Letterland, Keys to Literacy,

Corrective Reading in-district trainer

Developing five year plan

Using Implementation Science to develop project

**Program Needs and Plan of Activities including Timelines:**

Develop 5 year plan; share with teachers and administrators involved

Assistance with inter-rater reliability once programs are in place

Additional program training for teachers: Letteland Intervention

Develop Individual Reading Inventory training and deliver to staff; will offer to other region 7 districts